

NEW JERSEY
BEST PRACTICES
2002-2003 APPLICATION

BP-PE-49
Hutchinson School

Failure to comply with the procedures for submission of the application will result in the elimination of the application.

Application Requirements:

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Applications must be typed on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. This sentence is in twelve-point Times New Roman.
4. Keyboarded responses to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for clarity.
5. **The information on page 4 and the responses** to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. **The original and seven copies of the application** must be submitted to the county superintendent of schools by **December 15, 2002**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input checked="" type="checkbox"/> Elementary School	<u>K-4</u>	<u>Jumpstart ESL</u>
<input type="checkbox"/> Middle School	<u> </u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Junior High School	<u> </u>	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> High School	<u> </u>	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> Other: <u> </u>	<u> </u>	<input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Guidance and Counseling Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Diversity and Equity Programs	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages/Bilingual Education
<input type="checkbox"/> Educational Technology	<input checked="" type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 2002 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

1. ***Describe the practice proposed for recognition and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.***

Jumpstart ESL is a summer program for ESL students entering grades K-4 that is funded entirely by private trusts and service organizations in the community. Three years ago we were exploring ways to address the needs of the ESL population. When local district funds were not available we contacted service organizations and submitted a request to a local philanthropic trust. Funding was provided through these partnerships enabling us to offer Jumpstart ESL for the last three years. These students attend school three weeks in August, before the beginning of the regular school year. The objective of this program is to extend the school year in order to prepare students for entrance into school in September. Students become more familiar with school routines and practice their use of English.

In addition to being funded entirely by community organizations, the program is innovative since it provides multi-level large group instruction and small group instruction in the same time frame, before the beginning of the regular school year, thus giving ESL students a jump-start on their education. School survival skills are emphasized. Students receive instruction by grade level in a small group. While one group has an ESL lesson the rest of the class receives further large group instruction with an outdoor or craft activity. When small group lessons are completed, the whole group assembles to end the morning with a story or large group language activity.

The program is further enhanced by a weekly field trip. This is an important part of the program since students must use their language skills outside the classroom. They must learn different routines, i.e., riding a bus and bus safety. Students are exposed to different situations on the trips where they must learn to express themselves in English. These trips have made for very enthusiastic learning experiences.

Once students have finished the summer program, they are more prepared for the beginning of school and have a better command of basic English.

2. ***List the specific Core Curriculum Standards, including the Cross-Content Workplace Readiness Standards, *addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.***

Language Arts and Literacy

Standard 3.1

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

- Various reading materials are presented to students. There is discussion of new material and related vocabulary;
- Students practice English by sharing their knowledge of a topic and participating in reading groups.

Standard 3.2

All Students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Daily lessons have a writing component. This may include practicing the alphabet or writing the answers to comprehension questions;
- Students have the opportunity to write about experiences in summer school by describing one of the field trips taken during the three week session.

Standard 3.3

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Students use English speaking and listening skills to participate in the class activities and complete individual lessons;
- Students learn to follow directions and ask for clarification of instructions.

Standard 3.4

All students will listen actively to information from a variety of sources in a variety of situations.

- Students listen for information to develop language survival skills;
- Students follow oral directions during the class session in order to participate in all activities.

Standard 3.5

All students will access, view, evaluate and respond to print, non-print, and electronic texts and resources.

- Related visual material is used during the sessions;
- Students use English to discuss stories and express like or dislike of the material shown;
- Older students present a puppet show, utilizing a known story.

Cross Content Workplace Readiness

Standard 1

Students will develop career planning and workplace readiness skills:

- Students learn about community workers, through in class activities and field trips;
- Job requirements are reviewed;
- Positive attitude and communication skills needed for jobs are reinforced;
- Consumer skills are introduced through lessons on food and shopping;
- Students role play shopping at the supermarket.

Standard 3

Students will use critical thinking, decision making and problem solving skills:

- Students create dialogs where good English skills are essential;
- Students use language to solve a problem, such as getting a telephone number or writing down the correct address.

Standard 4

In small and large group activities, students work cooperatively to complete a lesson:

- In the short time frame of the program day, students learn to use time efficiently to maximize learning.

Standard 5

Students will apply safety principles:

- The majority of students in the district walk to school or are transported by family cars. Bus routines and bus safety are an essential part of a discussion when going on field trips;
- Students must use and understand appropriate English for this situation.

3. ***Describe the educational needs of the students the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.***

The composition of the population of the community has changed and is continuing to change. Twenty years ago English, except in very rare occasions, was the only language spoken by students and parents. Currently approximately seven percent of the students in this school are involved in the ESL program. Another fifteen percent come from homes where English is not the primary language. The limited English students do not have the knowledge of the English language that allows them to function successfully in the regular classroom. Many of the students revert to use of their native language during the summer and their use of English is not practiced or reinforced. Jumpstart ESL provides students an opportunity to practice use of English and review school routines before the start of the regular school year.

Assessment of the practice consists of the following:

- Teacher observation: Success of ESL children in the regular classroom is solicited from classroom teachers. Dialog with the teachers is on-going.
 - Student progress: Successful completion of the regular ESL program as determined by standard screening tests given within the specified time and further assessments given by the ESL teacher. Five students that attended summer school exited the ESL program within one year. Exit criteria are based on the Maculaitis screening test, teacher observation, and recommendation.
 - Parent Feedback: Program surveys are completed at the end of the session. Results indicate parents are enthusiastic about the program and desire its continuity.
 - Community Awareness: Aspects of the summer program were highlighted in local newspapers. A report was presented to the Board of Education along with a presentation on the program.
4. ***Describe how you would replicate this practice in another school and/or district.***

This program could easily be replicated. Staffing consists of an ESL teacher and two instructional assistants. Instruction occurs in a regular classroom in a district school. Funding allows for staff salaries, purchase of supplies and instructional materials. Additional funding

also allows for field trip expenses, admission and bus fees.

Funding sources in the community such as social service organizations, private corporations or individuals, could be solicited to support the program.

Communication with ESL families begins in May with an application form for the program. Further contact with families is made once again in July to confirm enrollment in the summer school. Parents are kept informed about the program with a letter that goes home the first day of the session, as well as subsequent permission slips for trips.